

## Results by Standard

Legend (%)		
0-50%	51-75%	76-100%

Assessment: Idaho Early Childhood Education	% Correct 17-18	% Correct 18-19
Number tested: 70		
<b>1) CONTENT STANDARD 1.0: CAREER EXPLORATION AND PROFESSIONAL PRACTICES</b>	78.22%	80.31%
3) Performance Standard 1.3: Ethical Standards and Professional Guidelines	85.05%	88.33%
1.3.1 Maintain confidentiality and impartiality.	85.31%	89.06%
1.3.2 Integrate the NAEYC Code of Ethical Conduct into practice.	84.54%	86.88%
4) Performance Standard 1.4: Continuous, Collaborative Learning	93.81%	93.75%
1.4.1 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.	93.81%	93.75%
6) Performance Standard 1.6: Informed Advocacy for Children and the Profession	21.65%	18.75%
1.6.5 Discuss the significance of the early years and the value of quality early childhood education programs for the community.	21.65%	18.75%
<b>2) CONTENT STANDARD 2.0: PROMOTING CHILD DEVELOPMENT AND LEARNING</b>	70.02%	71.86%
1) Performance Standard 2.1: Characteristics and Needs of Young Children	66.24%	68.23%
2.1.1 Explain developmental domains: cognitive, physical, language, social- emotional, and creative development.	71.13%	73.75%
2.1.2 Explain factors that impact children	59.38%	60.50%
2) Performance Standard 2.2: Multiple Influences on Development and Learning	82.25%	83.19%
2.2.2 Provide materials and activities that affirm and respect cultural, ethnic, and linguistic diversity.	88.14%	90.00%
2.2.3 Distinguish outside factors, including family dynamics, which may affect children	77.53%	77.75%
3) Performance Standard 2.3: Healthy, Respectful, Supportive and Challenging Learning Environments	66.44%	68.61%
2.3.1 Differentiate developmental differences and unique characteristics of children.	46.19%	46.50%
2.3.2 Apply developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-control.	79.38%	80.89%
2.3.3 Plan experiences that address the needs of young children to promote growth and development within the developmental domains.	68.21%	72.71%
<b>3) CONTENT STANDARD 3.0: BUILDING FAMILY AND COMMUNITY RELATIONS</b>	70.10%	70.78%
1) Performance Standard 3.1: Family and Community Characteristics	66.32%	63.33%

<b>Assessment:</b> Idaho Early Childhood Education	<b>% Correct 17-</b>	<b>% Correct 18-</b>
<b>Number tested:</b> 70	<b>18</b>	<b>19</b>
3.1.2 Implement practices which facilitate respect and acceptance of diverse families.	66.32%	63.33%
2) Performance Standard 3.2: Support and Empower Families and Communities	72.37%	75.25%
3.2.1 Demonstrate how to build partnerships with families through frequent, effective communication about their child's experiences and development.	74.91%	81.25%
3.2.2 Identify opportunities for family support and participation.	80.41%	71.25%
3.2.4 Encourage family members to play an active role in their child	56.70%	61.25%
<b>4) CONTENT STANDARD 4.0: OBSERVATION, DOCUMENTATION, AND ASSESSMENT</b>	70.54%	71.43%
1) Performance Standard 4.1: Evaluate the Goals, Benefits, and Uses of Assessment	70.54%	71.43%
4.1.2 Recognize that findings in child observation, documentation, and assessment assist in setting goals for children, communicating with families and planning classroom curriculum.	78.35%	80.83%
4.1.3 Interpret child observation, documentation, and assessment data	64.69%	64.38%
<b>5) CONTENT STANDARD 5.0: TEACHING AND LEARNING</b>	72.57%	73.65%
1) Performance Standard 5.1: Utilize Positive Relationships and Supportive Interactions as the Foundation	73.49%	73.93%
5.1.1 Develop supportive, responsive relationships among adults and children.	82.82%	82.92%
5.1.2 Create a supportive learning environment that promotes positive interaction and behaviors and minimizes risk of early childhood mental health issues.	70.10%	70.54%
5.1.3 Interact positively with children in ways that are responsive, consistent, encouraging, and nurturing.	72.42%	73.13%
2) Performance Standard 5.2: Formulate Effective Approaches, Strategies, and Tools for Early Education	72.04%	73.49%
5.2.1 Engage in everyday conversations with children to promote their positive self- concept.	84.88%	80.00%
5.2.2 Use strategies to assist children in learning to express emotions in positive ways, solve problems, and make decisions.	67.35%	69.79%
5.2.3 Assist children in separating from family and integrating into the classroom.	85.57%	87.50%
5.2.4 Monitor and support children's engagement in routines, activities, and social interactions.	69.42%	72.08%
5.2.5 Select various teaching approaches along a continuum from child-initiated exploration to adult- directed activities, including modeling, to meet the individual needs of children.	68.92%	71.07%